

AGENDA ITEM VII B

UPDATE ON TEACHER EDUCATION INITIATIVES

PROPOSED ACADEMIC AFFAIRS POLICY 2.14 - TEACHER PREPARATION PROGRAMS AND ACCOMPANYING GUIDELINES

BACKGROUND INFORMATION

In response to the Report of the Blue Ribbon Commission on Teacher Quality - 1999-2000, the Board of Regents' staff has drafted a new Academic Affairs Policy 2.14 - Teacher Preparation Programs and accompanying Guidelines for Teacher Preparation Programs (AY 2000-2001). A draft of the policy/guidelines document was presented to the Academic Affairs Committee on August 24, 2000. In turn, the Committee referred the draft policy/guidelines to the Statewide Council of Chief Academic Officers for review and comment.

Specifically, the draft policy/guidelines addresses nineteen of the twenty-two actions designated as the responsibility of the Board of Regents in the Blue Ribbon Commission's report and provides for the development of annual Guidelines establishing Regents' priorities for teacher education reform efforts at public universities during that year. Included in the Guidelines are both **must** and **should** statements. The degree to which a university responds appropriately to the **must** and **should** statements will, in turn, affect Regents' consideration of existing and/or proposed new academic programs/units in teacher education and related subject areas at the respective university.

For AY 2000-2001, the Guidelines included eleven **must** statements and six **should** statements. As indicated in the **must** statements, all universities will be expected to create PK-16+ councils, appoint PK-16+ Coordinators, participate in efforts to identify core knowledge that teachers will be expected to demonstrate, form redesign committees, participate in planning activities to redesign the undergraduate teacher preparation programs, provide faculty with professional development to deliver redesigned curriculum, provide the necessary technology infrastructure for preservice teachers to integrate technology into the curriculum, plan for the creation of a minimum of one professional development school, plan and implement strategies to recruit teachers, provide data for a Teacher Preparation Accountability System, and issue institutional report cards. Universities **should** create other innovative partnerships with schools, create Teacher Cadet Programs, identify and implement strategies to better counsel prospective teachers, plan to provide ongoing support to new teachers, modify tenure/promotion systems, and require university faculty to work directly with K-12 schools. Universities will be required to report their progress in addressing all **must** and **should** statements during June, 2001.

STAFF SUMMARY

At its meeting of August 24, 2000, the Council reviewed the proposed draft policy/guidelines. All members were provided a copy of these documents and asked to provide feedback to the staff by September 10, 2000. The only change recommended was to allow universities flexibility in determining the size and composition of their respective PK-16+ Council. The document now indicates that the PK-16+ Council should be “comprised of a combination of the following types of individuals: president/chief academic officer, key university leaders/administrators, superintendents in the service area, regional SDE service center personnel, corporate partners, deans of the colleges, faculty, principals from professional development schools, principals from partner schools, state/national experts, and/or other leaders from K-12 schools and the communities. The size and composition of the PK-16+ Council will be left to the discretion of each college/university.”

STAFF ANALYSIS

The staff believes the proposed policy/guidelines is a critical step toward establishing teacher preparation as a statewide priority for higher education in Louisiana. Particulars within the policy/guidelines will greatly facilitate implementation of needed teacher education reforms as called for by the Blue Ribbon Commission. **(See Appendix.)**

STAFF RECOMMENDATION

The staff recommends approval of proposed Academic Affairs Policy 2.14 - Teacher Preparation Programs and accompanying Guidelines for FY 2000-2001. (See Appendix.) These policy and guidelines shall become effective immediately.

APPENDIX

ACADEMIC AFFAIRS POLICY 2.14 AND GUIDELINES FOR TEACHER PREPARATION PROGRAMS (FY 2000-2001)

2.14.01 Teacher Preparation Education

The Board of Regents recognizes as a primary responsibility of Louisiana's higher education system the preparation of high quality teachers for the State's elementary and secondary schools. As the needs of society are ever-changing, so must teacher preparation programs respond quickly to meet those needs. To that end, the Regents are committed to long-term improvements to and monitoring of teacher preparation programs. Accordingly, the Regents shall annually issue Guidelines for Teacher Preparation Programs that mandate/ recommend specific actions at state colleges and universities designed to assure that teacher preparation remains at the forefront of institutional concerns. Since teacher preparation is the responsibility of the entire college/university, not just the education program unit, these Guidelines shall consider issues which pertain to the college/university at large. As such, the degree to which individual colleges and universities respond appropriately to these Guidelines shall become a relevant factor in decisions of the Regents to maintain existing programs and/or approve proposed new programs in teacher preparation and closely related discipline areas.

GUIDELINES FOR TEACHER PREPARATION PROGRAMS (AY 2000-2001)

The Guidelines for Teacher Preparation Programs--AY 2000-2001 reflect actions of the Board of Regents in May, 2000 endorsing the 1999-2000 Report of the Blue Ribbon Commission on Teacher Quality. The Board of Regents shall revise and update these Guidelines annually to incorporate subsequent recommendations of the Commission and other relevant teacher education reform initiatives as necessary. The items which follow occur in two forms: **Must** statements are mandatory requirements of each four-year public college and university which offers at least one teacher preparation program; and **Should** statements are recommendations which merit serious consideration by each four-year public college and university which offers at least one teacher preparation program. Included also is a **Must** statement specifically directed to two-year public community and technical colleges. By June 1, 2001, each affected college and university shall submit a report to the Commissioner of Higher Education which updates efforts of the institution to respond to both **Must** and **Should** statements below.

While these Guidelines are binding to public colleges and universities only, the Board of Regents strongly encourages all Louisiana private institutions of higher education to consider the merit of these requirements and recommendations for their teacher preparation programs.

Each four-year public college and university which offers at least one teacher preparation program MUST:

1. Create a PK-16+ Council comprised of a combination of the following types of individuals: chief executive/chief academic officer, key university leaders/administrators president, superintendents in the service area, regional SDE service center personnel, corporate partners, deans of the colleges, faculty, principals from professional development schools, principals from partner schools, state/national experts, and other leaders from K-12 schools and the communities. The responsibility for establishment of and appointments to this Council shall reside with the chief executive and/or chief academic officer of the college/ university. This

advisory committee shall determine ways to successfully meet:

- a. University growth targets for the Teacher Preparation Accountability System; and
 - b. Professional development schools/partner schools growth targets for the K-12 School Accountability System.
2. Appoint a PK-16+ Coordinator who coordinates redesign efforts across colleges and districts for the university, professional development schools, and partner schools to meet state growth targets. Strong consideration should be given to the appointment of an individual without administrative responsibilities for either the education unit or any closely related content area unit. The Coordinator shall report directly to the chief executive or academic officer of the college/university. The Regents' staff shall meet with all Coordinators on a monthly basis to provide professional support.
3. Identify education and art/science faculty members to serve as members of PK-16+ consortia in science, social studies, mathematics (grades 9-12), early childhood, educational leadership, the Arts, and the learner and the learning environment (e.g., educational/developmental psychology; behavior management; special education; home and family needs, etc.). The responsibility for these appointments shall reside with the deans/heads of education and arts/sciences colleges and/or departments. Colleges/universities shall provide necessary release time and travel expenses (as may be required) for affected faculty. To assist in this effort, the Regents' staff shall:
 - a. Form planning committees;
 - b. Contact deans and districts to identify individuals to serve on the consortia;
 - c. Contact consortia members about meetings;
 - d. Prepare materials for consortia meetings;
 - e. Facilitate meetings;
 - f. Prepare draft documents;
 - g. Obtain input from universities and districts regarding draft documents;
 - h. Prepare final documents; and
 - i. Disseminate copies of final documents to universities and districts.
4. Form teacher preparation redesign committees for traditional teacher preparation curricula to be composed of college of education faculty, college of arts and sciences faculty, other college

faculty, and district faculty to plan for realignment of such programs with the core knowledge for teachers identified by the PK-16+ consortia above.

Planning should occur in AY 2000-2001. BoR approval must be obtained before or during AY 2001-2002. Implementation must begin before or during AY 2002-2003.

5. Form alternate certification redesign committees composed of college of education faculty, college of arts and sciences faculty, other college faculty, and district faculty to design existing alternate certification programs to address new alternate certification requirements.

Proposals for redesigned alternate teacher certification programs shall be due at the Board of Regents by April 1, 2001. This activity shall be required only of those colleges/ universities which have previously received alternate certification grants from the Center for Innovative Teaching and Learning. All other institutions shall be required to accomplish this activity during AY 2001-2002.

6. Provide faculty with necessary professional development to successfully deliver redesigned curricula.
7. Determine the needs for and provide teacher preparation programs with the necessary infrastructure and trained faculty that will prepare new teachers to successfully integrate technology into the curriculum.
8. Plan and propose the establishment of at least one professional development school that meets state specifications, to begin implementation by Fall, 2001. To assist in this effort, the Regents' staff shall convene an appropriate advisory committee to develop guidelines for professional development schools.
9. Design and implement new strategies to actively recruit more teacher candidates into the teacher profession and teacher shortage areas.
10. Establish an internal system that enables routine collection and reporting of data pertaining to campus progress in reaching "quality" or "exemplary" status as defined by the teacher preparation accountability system. Colleges/universities shall use data on an ongoing basis to continuously improve the quality of teacher preparation programs. To assist in this effort, the Regents' staff shall:
 - a. Finalize the development of the system;
 - b. Collect data for the system;
 - c. Analyze data for the system;

- d. Report the results; and
- e. Oversee technical assistance for “at-risk” and “low-performing” institutions.

11. Issue an institutional report card that provides state mandated data pertaining to the quality of the teacher preparation programs. Specifically, colleges/universities shall electronically submit required data to the Regents, prepare condensed printed institutional report cards, and disseminate printed institutional report cards to the general public. To assist in this effort, the Regents' staff shall:
 - a. Develop process to collect data for institutional report cards;
 - b. Collect data;
 - c. Create electronic institutional report cards; and
 - d. Post electronic institutional report cards on the BoR website for the general public.

Report cards must be disseminated to the public by April 1, 2001.

Each four-year public college and university which offers at least one teacher preparation program SHOULD:

1. Create other innovative partnerships with K-12 schools that allow preservice teachers to participate in a greater number of meaningful hours of teaching experience in field-based settings prior to student teaching, and allow university faculty to work directly with K-12 school faculty and students to assist them in reaching their schools' growth targets. Specifically, colleges/universities should consider:
 - a. Assigning faculty to work with faculty at partner schools to identify student achievement needs;
 - b. Align methods courses with achievement needs of the students in partner schools; and
 - c. Monitor partner schools' success in reaching growth targets.

This activity shall be required for AY 2001-2002.

2. Create a Teacher Cadet Program or a similar initiative jointly supported by the university and school districts that allows high school juniors and seniors to take electives (for high school/university credit) that introduce high school students to the teaching profession, with the goal of implementing such a program by Fall, 2001. To assist in this effort, the Regents' staff shall:

- a. Convene an advisory committee composed of appropriate district and university personnel to develop an action plan to assist universities and districts in creating Teacher Cadet Programs in high schools across the state;
- b. Contract with South Carolina personnel to train university and high school personnel in the delivery of the Teacher Cadet Program; and
- c. Oversee the implementation and evaluation of Teacher Cadet Program training.

This activity shall be required for AY 2001-2002.

3. Identify and implement strategies that better counsel students and provide them with accurate information and experiences that help them understand the pros and cons of entering and remaining within the teaching profession. To that end, the Regents' staff shall create and disseminate a document for prospective teachers that clearly outlines the pros and cons of entering the teaching profession.

This activity shall be required for AY 2001-2002.

4. Plan to provide ongoing support to graduates during their first three years in the teaching profession. Support may be provided through a variety of ways and methods and address regional needs for additional training regardless of graduate home institution.

Implementation of college/university plans shall be required for AY 2001-2002.

5. Consider modifying department/college/ university/system policies for tenure/promotion to allow outstanding performance in the improvement of teacher quality in school-based settings to be viewed as a significant factor when making tenure/promotion and merit pay decisions.
6. Consider requiring all College of Education faculty who teach preservice teachers to work directly within K-12 schools (e.g., conducting action research, teaching field-based courses, supervising student teachers, mentoring new teachers, etc.) for a minimum of one semester every five years.

All two-year public community and technical college MUST:

Work to ensure that technical/community college students enter universities with the core content knowledge identified by the PK-16+ consortia. To assist in this effort, Regents' staff shall ensure that representatives from all community and technical colleges are included in K-16+ consortia activities.